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ABSTRACT

The External High School Diploma (EHSD) Program is a specially developed program to grant credits to urban adults for skills developed through life experiences. This District of Columbia program is designed to grant credit for life experiences and career-related skills by documenting the levels of knowledge and skills adults have attained by negotiating the dynamics of their lives. Six steps are involved in the process: (1) initial interview, (2) diagnostic/screening (literacy self-portrait, Adult Performance Level 100-item assessment, Harrington O'Shea Career Decision Making), (3) conference (assessor and candidate), (4) assessment phase (38 Generalized Life Skills Competencies, Individualized Career/Technical Competencies), (5) post tasks-assessment conference, and (6) Board of Education (granting of high school diploma). Assessors follow up the progress of successful candidates every six months for three years. (The steps to developing both the life skills competencies and individualized career/technical competencies are also outlined. Following a listing of the generalized life skill competencies, separate attachments are a Cross-Reference List of EHSD Competencies with competencies from identified areas and a listing of Intellectual Complexity of the Assessment Tasks of the EHSD Program based on four different scales.) (YLB)

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DEVELOPING A LIFE SKILLS DIPLOMA PROGRAM IN AN URBAN SETTING - A MODEL FOR REPLICATION

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DEVELOPING A LIFE SKILLS DIPLOMA PROGRAM IN AN URBAN SETTING - A MODEL FOR REPLICATION

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I. INTRODUCTION

One of the most exciting happenings in Adult Education was the work done at the University of Texas at Austin by Dr. Norvell Northcutt which resulted in the identifying of those skills necessary for adult survival, and the development of an assessment tool which determined the level of skill an adult had attained. This project was called the Adult Performance Level Project. Using this foundation, Dr. Ruth Nickse of New York developed the concept of giving credit for the life skills an individual had acquired. These credits would result in the granting of a high school diploma. This was an idea whose time had come, and many states developed life skills programs based on the model concept. A variety of life skills diploma programs was devised. Some states required candidates to participate in formal courses; some gave credit for high school units acquired previously; others gave credit for passing sections of the High School Equivalency Examination. The one thing they had in common was consideration given for the skills learned through life experiences.

II. RATIONALE

According to the 1970 census figures, almost one-third (215,018) of the total (756,592) District of Columbia population consists of persons who were sixteen or older and out of school with less than a high school diploma. In 1977 the Division of Adult and Continuing Education, under the leadership of the Assistant Superintendent, Mary G. Turner, began to develop an External High School Diploma Program. Because the District of Columbia is considered both a city and a state, the program would have to be designed for an urban setting. The requirements would

be different from the requirements in states where both urban and rural settings would, of necessity, have to be considered. Life in the city is so complex and requires a variety of skills possibly not required in rural areas. For instance, in a rural area all social services might be housed in one building, whereas, in a city to obtain comparable services might require trips to several areas of the city.

III. SETTING - LIFE SKILLS LEARNING LABORATORY

The Life Skills Diploma Program is housed in a full time adult education center. It is one of the programs provided for District of Columbia residents sixteen years and above. The room which houses the Life Skills Diploma Program also serves as a Life Skills Learning Laboratory for all adults who are serviced by the adult education center.

The learning laboratory is divided into four (4) distinct Life Skills areas of Health, Social/Political, Consumer/Producer and Career Assessment/Occupational Knowledge. Information about these four topics is catalogued by their Life Skills Diploma Program code number.

The Life Skills Learning Laboratory, in addition to housing the Diploma Program and serving as a resource center for the adult basic education student, also serves as the location when group discussions, workshops, and games concerning life skills areas are conducted. It is in this setting facilitators from the health department, consumer affairs department, governmental agencies and the employment service department share vital information with our students and the community at large. It is in this room where the commercial games such as Monopoly, Careers, and Life are used as

teaching tools and the locally developed games of Balance and Tenacity were piloted and perfected.

Balance is a game in which the players are to develop weekly menus using food cards and after all players have planned their weekly menus, the picture coded food cards are turned over to reveal the nutritional content of the specific food. The player whose menu supplies the body with the best nutritional intake win, because his intake is Balanced.

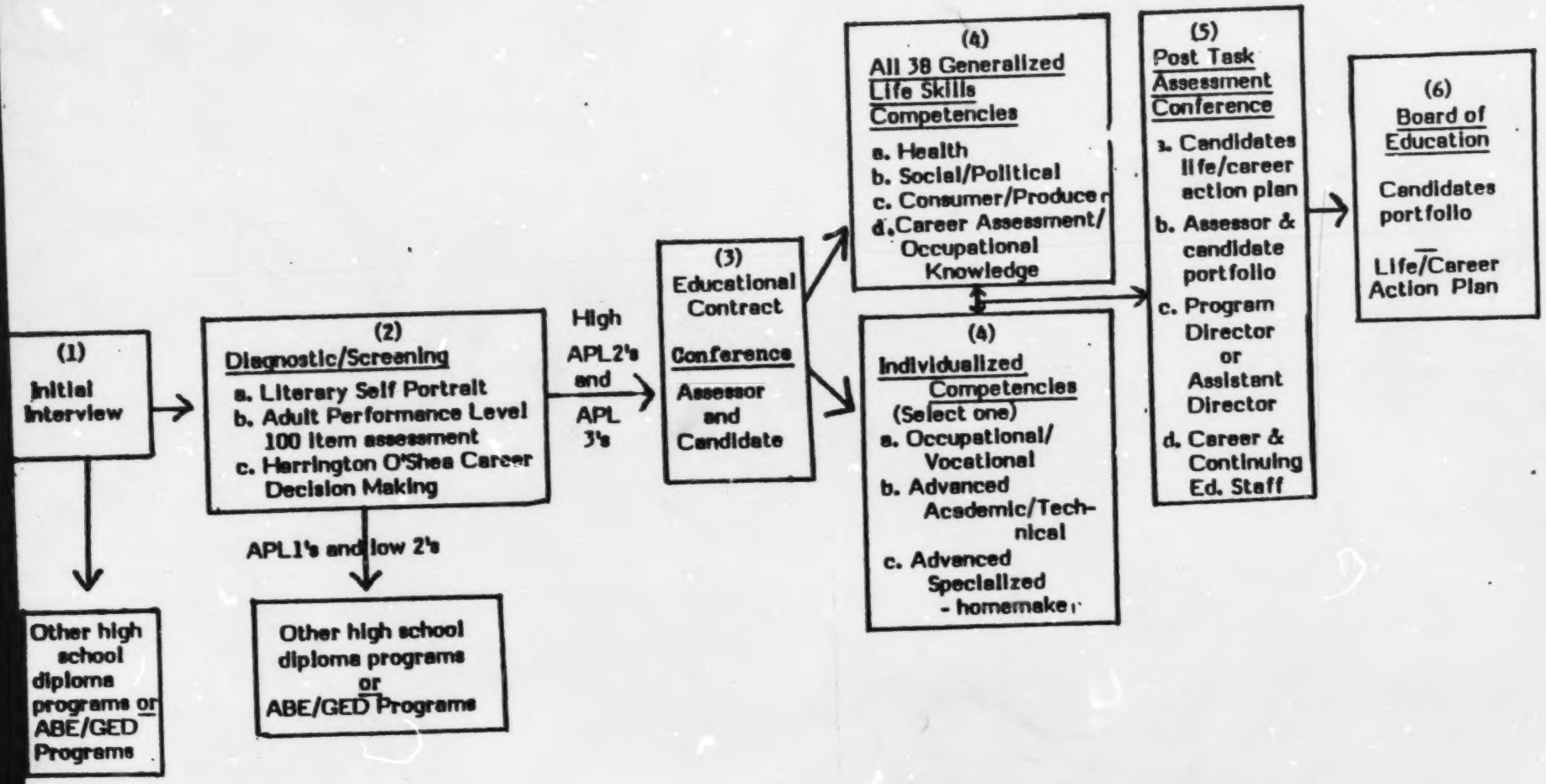
Tenacity is a game that exercises the ability to solve problems. It gives the participants the opportunity to consider Life/Career Tasks and to appraise the effects of crisis situations on the age range when these tasks occur.

These two games were developed by the team that developed the External High School Diploma Program.

IV. CANDIDATE'S JOURNEY THROUGH THE EXTERNAL HIGH SCHOOL DIPLOMA PROGRAM

The national trend toward providing credit for life experiences coupled with the reality that there are many mature adults with life experiences and work skills who are functioning at comparable levels with high school graduates in the area of communication skills, computation, problem solving and interpersonal relations indicates very strongly that there is a need for a diploma program based on assessment of life skills.

The External High School Diploma Program is designed to grant adults credit for these life experiences and career related skills by documenting the levels of knowledge and skills they have attained by negotiating the dynamics of their lives.



CANDIDATES' JOURNEY

THROUGH THE

EXTERNAL HIGH SCHOOL DIPLOMA PROGRAM

* * * * * * * *

Attachment 1

The External High School Diploma Program is a six-step process for interested adults. Of the six steps, the candidate is actively involved in only four. The other two steps involve the approval of the portfolio and the life/career action plan by personnel from the Division of Career and Continuing Education and the Board of Education prior to the awarding of the diploma (See attachment 1).

Step I: Initial Interview

In the initial interview the applicant is provided with general information about the program, its philosophy, processes and procedures. Applicants who express an interest in registering for the program are given an in depth orientation to the program. Next, the applicant is given an application form to complete. Once the application form is completed, the student is given the guidelines for writing the Literary Self-Portrait.

Individuals who decide not to participate in the External High School Diploma Program are provided with detailed information concerning enrolling in one of the traditional adult education programs.

Step 2: Diagnostic/Screening

The second phase of the program has three steps. The applicant must write an essay which describes his perception of himself. This introspective essay is called the Literary Self-Portrait. Secondly, the applicant must take the one-hundred-item Adult Performance Level Assessment Test in which he must demonstrate that his command of basic skills in reading, writing, vocabulary, computation, and problem solving is acceptable, and that he has a working knowledge in the areas of Health, Consumer Economics,

Government and Law, Community Resources and Occupational Knowledge.

In the final phase, the applicant must complete the Harrington O'Shea's Career Decision Making instrument. The determination as to whether an applicant is accepted in the program is based on the applicant's completion of a logical coherent Literary Self-Portrait, the completion of the Adult Performance Level Assessment in a satisfactory manner, and the completion of the Career Decision Making instrument with the appropriate career counseling session.

Applicants who do not fulfill all entry requirements are given intensive counseling concerning enrolling in a more traditional educational program. Applicants who fulfill all entry requirements move to the third step.

Step 3: Conference

The third phase of the program is the conference which is conducted between the assessor and the applicant. The assessor reviews applicant's Literary Self-Portrait, APL Assessment and Career Decision Making instrument, and answers any questions the applicant has up to this time. After the applicant's questions have been answered, the assessor provides the applicant with a detailed description of the program. The assessor shares with the applicant exactly what the program requires and what the applicant's responsibilities are in order to successfully matriculate through the program. Once the assessor is sure the applicant has sufficient understanding of the program requirements, the assessor summarizes the applicant's results on an educational contract. The educational contract states the results of the diagnostic phase and reiterates what the applicant agrees to do in

order to complete the program. Once the assessor is sure the applicant has been sufficiently apprised of the program requirements, both the assessor and the applicant sign the educational contract. Once the applicant signs the educational contract the applicant becomes a candidate.

Step 4: Assessment Phase

There are two aspects of the assessment phase of the program. Requirements of both phases must be satisfied, but the order in which they are completed is of little consequence to the assessor.

a. Thirty-eight Generalized Life Skills Competencies

Successful candidates must complete satisfactorily all required assessment tasks and enough elective assessment tasks in the specified manner to earn 100 points in each of the four knowledge areas of Health, Social/Political, Consumer/Producer, and Career Assessment/Occupational Knowledge.

This is an assessment program, not an instructional program. Candidates are given a certain number of competencies to demonstrate in a two-week period. How the candidate acquires the knowledge is not important. That the candidate can demonstrate the mastering of the competencies is essential.

b. Individualized Career/Technical Competencies

The candidate can select one of the three assessment methods of the Individualized of the Individualized Competencies.

1. Occupational/Vocational

   - Job Performance
   - Union Card or State Issued License
   - Employers' Testimony

2. Advanced Academic/Technical

   Candidates who plan ultimately to attend college or technical school must complete application to school of choice, take required entrance exam, and develop plan to finance education.

3. Specialized

   This category is for individuals who can not be assessed in the other two categories. It is for family resource managers, artists, retirees, etc.

   All completed assessment tasks and other documentation is kept by the assessor in the candidate's portfolio.

The final task candidates must complete in the assessment phase is the development of a comparison of the life/career action plan and the information from the diagnostic phase. The level of growth will be measured. The purpose of the plan is to assist the candidate to develop a life/career action plan for success and upward mobility.

Step 5: Post Tasks - Assessment Conference

The post tasks assessment conference is a conference in which the assessor presents the candidate's portfolio and life/career action plan to a team designated by the Branch of Adult and Community Education.

Upon examination of the student's portfolio and life/career action plan, the Branch staff recommends approval of the Board of Education.

Step 6: Board of Education

The Board of Education accepts the portfolio and life/career action plan and the recommendation of the Division of Career and Continuing Education. After reviewing the candidate' portfolio and life/career action plan, the Board of Education grants candidate a high school diploma.

Follow-up

The assessors will follow-up the progress of successful candidates. Every six months for three years candidates will be canvassed to determine if they have been successful. Success will be determined by the following criteria:

a. Receives promotion
b. Enters Upward Mobility program
c. Enters a college or technical school
d. Lives a richer, happier, more fulfilled life
e. Achieves personal goal
f. Increases respect from family

V. GENERALIZED LIFE SKILLS COMPETENCIES

Steps to Developing the Life Skills Competencies

1. Researched the literature

   a. Educational Resources Information Center
   b. Existing Life Skills Programs
   c. Texas APL Study
   d. Competency-based education: information in the District of Columbia.

2. Conducted extensive interviews with professionals are involved with adults without formal education, and underemployed and unemployed adults.

3. Compiled needs assessment responses of:

   a. undereducated adults
   b. adults taking skills training courses
   c. adult educators in District of Columbia and compiled responses.

4. Originally sub-divided areas of Life Skills Competencies in the same manner as APL Project in areas of Health, Government and Law, Consumer Economics, Occupational

Knowledge and Community Resources; later integrated Community Resources into and expanded areas of Health, Social/Political, Consumer/Producer, Career Assessment/ Occupational Knowledge (See attachment 2).

5. Developed goal statements in each of four (4) generalized life skills knowledge areas.

6. Developed generalized life competencies uisng the nine (9) action verbs identified in the Competency Based Curriculum approach used in the District of Columbia. Each of the nine (9) verbs connotes varying degrees of difficulty. The nine (9) verbs are: name, identify, state a rule, order, distinguish, describe, demonstrate, construct, apply a rule (problem solving).

7. Cross-referenced Generalized Life Skills Competencies with local and national life skills competency lists (see Attachment 3).

8. Developed performance indicators for all life skills competencies.

9. Correlated performance indicators with graduation requirements in the District of Columbia. (life skills)

10. Correlated performance indicators with high school reading, English, and mathematics skills (Carnegie Units).

11. Developed assessment tasks for performance indicators.

12. Identified the levels of intellectual complexity of the one hundred fifty assessment tasks based on four different scales (See attachment 4).

13. Correlated student responding mode of written, oral, product or demonstration.

    Some of the performance indicators will require written responses, while other responses will be oral. Some responses result in a product, and some will require demonstration of a skill.

    Example:

    The task is <u>to develop a resume.</u> The responding mode would, of necessity, be written in order to be of value in an employment situation.

14. Determined relative value of each assessment task

    a. Required or elective (All candidates must do some tasks)

GENERALIZED LIFE SKILLS COMPETENCIES

HEALTH STRAND

1. Nutrition & Food Health
2. First Aid
3. Coping with Illness & Disease
4. Accident Prevention
5. Family Planning & Pregnancy Management
6. Financing Health Care
7. Human & Growth/Development & Parenting
8. Self-Actualization (Values, Self Concept)
9. Holistic Health(Interelationship Physical/Mental Health, Narcotics/Alcohol; Cultural Activities and Recreation)
10. Environmental Health
11. Community Resources for Health

SOCIAL/POLITICAL STRAND

12. Family Resources Management (Time & Crisis Management Management Changing Roles)
13. Interpersonal Relations/ Group Dynamics in pluralistic society
14. Social Welfare (Social Security, Senior Citizens)
15. Transportation
16. Citizenship (Voting, Politics, Media)
17. Federal Government
18. Local Government
19. Taxation
20. Legal Rights ("Street Law")
21. Community Resources for Social Welfare
22. Community Resources for Government/Politics

CONSUMER/PRODUCER STRAND

23. Mathematical Competence
24. Family Budgeting
25. Comparison Shopping
26. Credit
27. Financial Institutions
28. Insurance
29. Advertising
30. Consumer Protection
31. Finite Resources
32. Community Resources for Consumer Information

CAREER OCCUPATIONAL STRAND

33. Career Assessment - Life Career Action Plans
34. Selecting/Securing Employment
35. Retention & Upward Mobility
36. Career Adjustments
37. Community Resources for Career Assessment & Job Information
38. Community Resources for Skills/ Technical Training

Attachment 2

Cross Reference List of External High School Diploma Competencies with Competencies From Identified Areas

EHSD Competencies	D.C. Grad. Comp.	Everyday Skills Test	APL/ Texas	New York	NREL	N.J.	Pa.	Alaska	Utah	Conn.	Md.	Calif.	Ohio	Oregon
1. Nutrition and Good Health	X	X	X	X		X		X	X	X	X	X		X
2. First Aid	X	X	X	X		X		X			X	X		X
3. Illness Disease	X	X	X	X		X		X	X	X	X	X		X
4. Accident Prevention	X	X	X	X		X		X	X	X	X	X		X
5. Family Planning/Pregnancy Management	X	X	X	X		X		X	X	X	X	X		X
6. Health Care Cost	X	X	X					X	X	X		X		X
7. Child Rearing Practices	X		X			X		X	X	X		X		X
8. Self-Actualization	X		X	X				X	X	X	X	X		X
9. Relationship Between Physical and Mental Health	X		X	X		X		X	X	X	X	X		X
10. Environmental Health	X													X
11. Community Health Resources	X	X	X	X		X		X	X	X	X	X		X
12. Family Management	X		X					X	X	X		X		X
13. Interpersonal/Group Dynamics	X													X
14. Social Welfare	X		X	X		X		X	X	X	X	X		
15. Transportation	X	X	X	X		X	X	X	X	X	X	X		X
16. Citizenship	X	X	X	X		X		X	X	X	X	X		X
17. Federal Government	X		X	X		X		X	X	X	X	X		
18. District Government	X		X	X				X			X			X
19. Legal Rights	X		X					X						X
20. Taxation	X	X	X			X		X	X	X		X	X	X
21. Community Social Welfare Services	X	X	X	X		X		X	X	X	X	X		X
22. Resources for Government	X		X	X		X		X	X	X	X	X		X
23. Mathematical Competence	X	X	X	X	X	X	X	X	X	X	X	X	X	X
24. Family Budget	X	X	X		X	X	X	X	X	X		X	X	X
25. Comparison Shopping	X	X	X	X	X	X	X	X	X	X	X	X	X	X
26. Credit	X	X	X		X	X	X	X	X	X		X	X	X
27. Financial Institutions	X	X	X		X	X	X	X	X	X		X	X	X
28. Insurance	X	X	X		X	X	X	X	X	X		X	X	X
29. Advertising	X	X	X	X	X	X	X	X	X	X	X	X	X	X
30. Consumer Legislation	X	X	X	X	X	X	X	X	X	X	X	X	X	X
31. Conservation of Finite Resources	X		X		X	X	X	X	X	X			X	X

Cross Reference List of External High School Diploma Competencies with Competencies From Identified Areas

EHSD Competencies	D.C. Grad. Comp.	Everyday Skills Test	APL/ Texas	New York	NREL	N.J.	Pa.	Alaska	Utah	Conn.	Md.	Calif.	Ohio	Oregon
32. Community Resources for Consumers	X	X	X	X		X	X	X	X	X	X	X		X
33. Career Decision Making	X													X
34. Job Selection and Employment	X	X	X	X		X	X	X	X	X	X	X	X	X
35. Job Retention and Upward Mobility	X		X	X		X		X	X	X	X	X	X	X
36. Career Adjustment	X													X
37. Community Resources for Career Selection and Job Selection	X	X												X
38. Community Resources for Skills/Technical Training	X	X	X	X				X	X	X	X	X		X

Intellectual Complexity of the Assessment Tasks
of the External High School Diploma Program

Assessment Tasks Names and Code #	Competency-based Curriculum Action Verbs	Puissance Matrix	Bloom's Taxonomy (Cognitive Domain)	Krathwohl's Taxonomy (Affective Domain)
Monthly Menu, 1a	8	18	3	4
Physical Effects of Malnutrition, 1b	7	15	4	3
Red Cross First Aid Card, 2a	7	18	3	1
First Aid Demonstration Check List, 2b	7	18	3	2
Follow the Doctor's Directions, 3a	7	15	3	4
Top Killers - Symptoms, Causes, Prevention, 3b	6	18	2	3
Reading a Fahrenheit Thermometer, 3c	7	15	6	2
Follow Directions for Taking Medicine, 3d	7	15	3	1
Accident-Proofing Your Home, 4a	6	15	4	5
Accident-Proofing Your Life, 4b	6	15	3	2
Family Planning Methods, 5a	9	15	6	4
Family Planning Implications, 5b	9	18	3	4
Pregnancy - Physical Changes, 5c	6	9	3	2
Prenatal Care, 5d	2	4	1	1
Medicare Description and Eligibility, 6a	6	15	2	2
Health Insurance, 6b	5	10	4	3
Hospitals, Clinics vs Private Doctors, 6c	5	10	6	5
Basic Needs of Children, 7a	6	12	2	2
Developing Positive Self-Concept, 7b	7	12	4	3
Child Rearing Practices, 7c	8	18	6	3
Parenting, 7d	9	15	6	5
Philosophy of Life, 8a	9	15	4	3
Coping Mechanisms, 8b	7	15	5	4
Coping with Stress, 8c	6	18	6	3
Decision Making, 8d	7	18	6	5
Self-Image, 8e	2	3	2	5
Goals and Values, 8f	2	5	6	5
Needs, 8g	2	18	3	4
Personal Philosophy, 8h	6	18	4	5
Narcotics, Alcohol and Tobacco, 9a	9	10	2	4
Recreation, 9b	9	18	6	3
An Evening Out, 9c	9	18	6	4
Our Environment, 10a	5	18	4	2
The Effects of the Environment on You, 10b	6	12	6	1
Man and His Environment, 10c	3	10	6	3
Community Health Resources - Physical, 11a	6	18	3	1
Community Health Resources, Mental, 11b	6	18	3	1
Community Health Resources, Environmental, 11c	6	18	3	1

Intellectual Complexity of the Assessment Tasks
of the External High School Diploma Program

Assessment Tasks Name and Code #	Competency-Based Curriculum Action Verbs	Puissance Matrix	Bloom's Taxonomy (Cognitive Domain)	Krathwohl's Taxonomy (Affective Domain)
Time Management Plan, 12a	8	18	3	4
Changing Role of the Homemaker, 12b	6	18	4	4
Family Responsibilities, 12c	6	18	6	3
Family Crisis, 12d	6	18	4	5
Housing Needs, 12e	4	18	2	2
Retirement Plan, 12f	8	18	1	2
Community Gropu Interaction, 13a	6	15	6	6
Racial Interaction in Response to Limited Housing 13b	6	18	2	2
Racial Interaction in Response to Limited Jobs 13c	6	18	2	2
Religious Differences, 13d	5	18	6	5
Ethics Interaction, 13e	8	18	1	3
Social Security Legislation, 14a	6	15	3	3
Veterans Benefits, 14b	6	15	1	2
Services for Economically Disadvantaged, 14c	6	15	3	4
Services for Senior Citizens, 14d	6	15	3	4
Programs to Eliminate Discrimination, 14e	6	15	3	4
Produce Social Security Card, 14F	9	15	3	2
Extended Automobile Trip, 15a	8	18	3	3
Private Transportation, 15b	7	18	4	1
Public Transportation, 15c	7	18	4	1
Voter Registration, 16a	2	9	1	2
Voting, 16b	7	15	1	2
Voting Requirements, 16c	2	18	1	2
Political Cartoon, 16d	9	18	4	3
Serving a Political Party, 16e	7	18	5	4
Persuading Citizens, 16f	7	18	6	5
Lobbying, 16g	2	10	1	2
Fact vs Opinion, 16h	5	18	1	5
Library Card, 16i	2	10	3	1
Media Distortion, 16j	6	18	4	2
Information from Television, 16k	2	18	1	1
Rights and Responsibilities of Citizens, 16l	2	6	1	2
Characteristics of Different Kinds of Government, 16m	5	10	1	2
Major Political Parties, 16n	5	10	4	3
Volunteer Services, 16o	9	18	3	1
Three Branches of Government, 17a	2	5	1	5

Intellectual Complexity of the Assessment Tasks
of the External High School Diploma Program

Assessment Tasks Names and Code #	Competency-Based Curriculum Action Verbs	Puissance Matrix	Bloom's Taxonomy (Cognitive Domain)	Krathwohl's Taxonomy (Affective Domain)
Cabinet Level Departments, 17b	7	5	1	3
Amendments, 17c	8	15	1	2
Bill of Rights, 17d	5	10	1	2
How a Bill Becomes Law, 17c	7	15	2	3
Electoral Process, 17f	6	15	4	4
Amendment of Laws, 17g	6	15	5	3
Organizational Chart, 18a	8	15	2	2
Major City Agencies, 18b	6	15	1	1
Legislative Accomplishments of Congressional Official, 18c	2	4	1	1
How Public Opinion is Shaped, 18d	6	15	2	5
Rights When Arrested, 19a	6	12	1	1
Legal Responsibilities of Citizens, 19b	6	12	1	1
Privacy Act, 19c	3	8	1	2
Various Kinds of Law, 19d	5	15	2	2
Kinds of Contracts, 19e	2	15	6	3
Moral and Legal Wrong, 19f	5	15	1	5
Felony vs Misdemeanor, 19g	5	15	2	2
White vs Blue Collar Crime, 19h	5	15	1	3
Acquiring a Lawyer, 19i	6	10	1	2
Law Enforcement Agencies, 19j	2	12	2	2
Federal Taxes, 20a	6	15	1	2
Income Tax Returns, 20b	9	18	1	2
Local Taxes, 20c	6	15	1	2
Essay on Taxes, 20d	8	15	4	3
Computing Sales Taxes, 20e	9	18	2	2
Computing Annual Taxes, 20f	9	18	2	2
Social Services Community Resources, 21	2	5	2	2
Government/Political Comunity Resources, 22	2	5	1	1
Mathematical Competence, 23	9	18	3	3
Monthly Budget, 24a	8	18	3	2
Alternate Budget, 24b	8	18	3	2
Testing New Budget, 24c	8	18	4	3
Comparison Shopping, 25	9	18	3	4
Advantages and Disadvantages of Using Credit, 26a	5	10	4	4
Different Kinds of Store Credit, 26b	6	15	1	3
Comparison of Four Different Types of Credit Cards, 26c	5	12	1	3

Intellectual Complexity of the Assessment Tasks
of the External High School Diploma Program

Assessment Tasks Names and Code #	Competency -Based Curriculum Action Verbs	Puissance Matrix	Bloom's Taxonomy (Cognitive Domain	Krathwohl's Taxonomy (Affective Domain)
Comparison of Four Different Sources of Credit, 26d	6	12	2	3
Implications of a Credit Contract, 26e	6	12	6	5
You as a Credit Risk, 26f	7	12	4	3
Your Credit: How Do You Stand?, 26g	9	12	3	3
Bankruptcy, 26h	7	12	1	3
Comparison of Different Types of Financial Institutions, 27a	5	12	4	2
Deciding on an Institution, 27b	5	12	6	5
Checking Accounts, 27c	9	18	2	2
Savings Accounts, 27d	8	15	2	2
Different Types of Insurance, 28a	6	15	4	3
Estimating Insurance Costs, 28b	8	18	4	3
Your Insurance Plans, 28c	5	18	2	2
Recognizing Advertising Techniques, 29a	6	15	4	4
Recognizing Gimmicks in Advertising, 29b	2	6	1	2
Consumer Protection Legislation, 30a	6	9	3	4
Consumer Protection Agencies, 30b	6	9	1	2
Consumer Protection Publications, 30c	2	3	1	2
Expressing a Consumer Concern, 30d	8	18	4	2
Interpreting a Consumer Contract, 30e	5	13	6	3
Resources in the Face of Fraud, 30f	6	15	1	4
Conserving Finite Resources, 31a	2	5	1	2
Impact of Conservation, 31b	5	10	4	3
Conservation Policies of the U.S. Government, 31c	2	5	2	2
World Wide Impact of Changes in Policies, 31d	5	10	4	2
Locating Consumer/Producer Community Resources, 32a	5	12	3	4
Community Resources for Consumer/Producer Services, 32b	5	10	6	4
Harrington O'Shea, 33a	9	18	6	5
Life/Career Action Plan, 33b	9	18	6	5
Sources of Job Information, 34a	5	8	4	2
Payments to Private Agencies, 34b	5	8	2	3
Employment Portfolio, 34c	8	18	3	4
Mock Job Interview, 34d	7	18	3	2
Comparison to Two Similar Jobs, 34e	5	12	6	5
Legal Responsibilities of Employed, 34f	2	8	1	1
Concepts on Payroll Stubs, 34g	2	3	2	2
Service Under Social Security, 34h	6	12	3	3
Employer's Expectations, 35a	2	4	2	2
Employee's Expectations, 35b	2	4	2	2
Attitudes Toward Work and Productivity, 35	6	12	3	3

Intellectual Complexity of the Assessment Tasks
of the External High School Diploma Program

Assessment Tasks Names and Code #	Competency-Based Curriculum Action Verbs	Puissance Matrix	Bloom's Taxonomy (Cognitive Domain)	Krathwohl's Taxonomy (Affective Domain)
Interpersonal Conflicts, 35d	7	18	6	5
Are You Worthy of Promotions, 35e	8	18	4	3
Appropriate Dress and Behavior, 35f	9	18	2	2
Level of Satisfaction, 35g	6	12	6	3
Promotion Plan, 35h	8	18	2	2
Conditions Which Affect Career Adjustments, 36a	6	12	2	2
Government Priorities and Careers, 36b	6	15	2	4
Personal Changes and Careers, 36e	6	15	5	4
Securing Available Resources in the Area of Career Assessment and Job Information, 37a	2	3	2	4
Using the Map, 37b	5	10	3	2
Services Available fpr Vocational Educational and/or Technical Training Program, 38a	2	3	3	4
Using the Map, 38b	5	10	3	2

b. Number of points (Points were assigned according to the complexity of the task).

15. Identified suitable setting for assessment session (open or closed). "Open" means task can be performed at home, at library, at Learning Skills Laboratory, etc. "Closed" means it must be done in the presence of an assessor.

16. Developed acceptable responses for the assessment tasks.

17. Developed list of community resources.

VI, INDIVIDUALIZED CAREER/TECHNICAL COMPETENCIES

Steps to Developing the Individualized Career/Technical Competencies

1. Identified and described each of the three major cluster areas of assessment in individualized Career/Technical Competencies: Occupational/Vocational Advanced Academic/ Technical, Specialized.

2. Researched the literature in areas of Vocational/ Technical Assessment, Continuing Education and related issues.

3. Determined areas of most appropriate information.

4. Secured relevant information in each area.

5. Identified employment outlook in District of Columbia and surrounding areas.

6. Identified areas of potential employment.

7. Developed criteria for Occupational/Vocational area.

8. Cross-referenced positive potential employment areas with areas in which Job Corps, Department of Labor had developed Training Achievement Records.

9. Secured copies of Training Achievement Records from Job Corps and permission to incorporate their assessment criteria into Life Skills Diploma Program.

10. Categorized Job Corps' Training Achievement Records into the Division of Career and Continuing Education's organization of the eleven Career clusters: Agricultural Business and Natural Resources, Business and Office, Communications and Media, Construction, Consumer and Homemaking - Related Occupations, Health, Hospitality and Recreation, Manufacturing, Marketing and Distribution, Public Service and Transportation.

11. Developed points and value system for Occupational/ Vocational area.

12. Developed criteria for advanced academic/technical area: Candidate had applied to school for advanced training, determined if candidate had proper credentials to enter school; determined if candidate had secured necessary funds to finance education/training.

13. Developed assessment tasks and procedures for advanced academic/technical.

14. Identified areas to be categorized under Specialized assessment in area of:

    a. family resource manager
    b. retiree
    c. artist
    d. other (volunteers).

15. Developed criteria for specialized:

    a. Competencies for Family Resource Manager were developed by a home economist of the University of the District of Columbia Extension Service

    b. Competencies for Retiree were developed by a gerontologist of the University of the District of Columbia

    c. Competencies for Artist are being developed using the resources of professionals in that field

    d. Competencies for the group identified as "Other" will be developed as the circumstances dictate.

VII. CONCLUSION

Developing the External High School Diploma Program has been an interesting and challenging experience. It has necessitated that as adult educators we expand our knowledge of many related areas of research and program development. Prior to our initiation into the Program we focused our primary attention on perfecting methods and techniques of improving instruction in the Basic Education and GED Programs we supervise. Since our involvement in this program, we have increased our knowledge of the potential areas of development in Adult Education. Not only have our research skills improved tremendously, but also the areas of knowledge have multiplied. Some of the areas we have researched

include: adult life span development, competency assessment, stress and health, vocational education, transferability of skills, urban education, technical skills assessment, leisure activities, testing instruments. Some of the linkages with other educators are with private and governmental agencies have increased our effectiveness in our regular positions.

Since many states might be preparing to inaugurate similar programs, we would like suggest that we pool our experiences in the interest of saving time, energy, and money. For those individuals currently involved in life skills competency diploma programs we would like to initiate a network or join an existing network in the competency based adult education area.

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